

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: **TN - TENNESSEE**

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	8481	70304
4	8740	69742
5	9056	71013
6	9042	70592
7	9221	71918
8	9340	72101
HIGH SCHOOL (SPECIFY GRADE:) 10	3122	71166

¹At a date as close as possible to the testing date.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	7835	5425	0	0
4	8057	5784	0	0
5	8265	6121	0	0
6	8184	5966	0	0
7	8313	5758	0	0
8	8396	5587	0	0
HIGH SCHOOL : 10	2983	1131	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	1	0	0
5	1	0	0
6	31	0	0
7	39	0	0
8	24	0	0
HIGH SCHOOL : 10	5	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	616	0	616	62	4
4	657	0	657	59	1
5	759	0	759	49	3
6	783	0	783	65	4
7	790	0	790	82	4
8	840	0	840	86	5
HIGH SCHOOL : 10	81	0	81	6	1

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	26	4
4	0	23	2
5	0	30	1
6	0	40	4
7	0	77	2
8	0	72	8
HIGH SCHOOL : 10	0	50	3

⁵ Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

Please provide the reason(s) for exemption.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Below Proficient	Proficient	Advanced							9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Achievement	3148	3452	1235							7835
4	Achievement	3457	3781	819							8057
5	Achievement	2886	4444	935							8265
6	Achievement	3995	3685	504							8184
7	Achievement	4140	3690	483							8313
8	Achievement	4803	3201	392							8396
HIGH SCHOOL : 10	Gateway - Algebra I	1493	1011	479							2983

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ²
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Below Proficient	Proficient	Advanced							9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	TCAP - Alt PA	62	150	400	0	0	0	0	0	0	612
4	TCAP - Alt PA	59	153	445	0	0	0	0	0	0	657
5	TCAP - Alt PA	50	215	492	0	0	0	0	0	0	757
6	TCAP - Alt PA	96	235	479	0	0	0	0	0	0	810
7	TCAP - Alt PA	121	230	474	0	0	0	0	0	0	825
8	TCAP - Alt PA	110	237	512	0	0	0	0	0	0	859
HIGH SCHOOL : 10	TCAP - Alt PA	11	18	56	0	0	0	0	0	0	85

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.
If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

² The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) ¹	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	7835	0	612	34	8481
4	8057	0	657	26	8740
5	8265	0	757	34	9056
6	8184	0	810	48	9042
7	8313	0	825	83	9221
8	8396	0	859	85	9340
HIGH SCHOOL : 10	2983	0	85	54	3122

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		8486	70304
4		8740	69742
5		9057	71013
6		9051	70592
7		9234	71918
8		9357	72101
HIGH SCHOOL (SPECIFY GRADE:)	10	5958	71166

¹At a date as close as possible to the testing date.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
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STATE: IN - TENNESSEE

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	7840	5425	0	0
4	8056	5784	0	0
5	8267	6121	0	0
6	8192	5966	0	0
7	8326	5758	0	0
8	8419	5587	0	0
HIGH SCHOOL : 10	5700	2740	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	1	0	0
5	1	0	0
6	32	0	0
7	39	0	0
8	24	0	0
HIGH SCHOOL : 10	8	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	616	0	616	45	4
4	658	0	658	49	1
5	759	0	759	49	3
6	783	0	783	68	4
7	790	0	790	77	4
8	840	0	840	68	5
HIGH SCHOOL : 10	247	0	247	18	1

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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STATE: TN - TENNESSEE

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	26	4
4	0	23	2
5	0	29	1
6	0	40	4
7	0	77	2
8	0	72	2
HIGH SCHOOL : 10	0	0	3

⁵ Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Below Proficient	Proficient	Advanced							9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Achievement	1998	4894	948	0	0	0	0	0	0	7840
4	Achievement	2792	4483	781	0	0	0	0	0	0	8056
5	Achievement	2273	5230	764	0	0	0	0	0	0	8267
6	Achievement	3372	4316	504	0	0	0	0	0	0	8192
7	Achievement	3505	4325	496	0	0	0	0	0	0	8326
8	Achievement	3221	4599	599	0	0	0	0	0	0	8419
HIGH SCHOOL : 10	Gateway English II	994	2945	1761	0	0	0	0	0	0	5700

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ²
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Below Proficient	Proficient	Advanced							9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	TCAP-Alt PA	45	146	421	0	0	0	0	0	0	612
4	TCAP-Alt PA	50	155	453	0	0	0	0	0	0	658
5	TCAP-Alt PA	50	200	507	0	0	0	0	0	0	757
6	TCAP-Alt PA	100	237	474	0	0	0	0	0	0	811
7	TCAP-Alt PA	116	217	492	0	0	0	0	0	0	825
8	TCAP-Alt PA	92	223	544	0	0	0	0	0	0	859
HIGH SCHOOL : 10	TCAP-Alt PA	26	95	133	0	0	0	0	0	0	254

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.
If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

² The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	7840	0	612	34	8486
4	8056	0	658	26	8740
5	8267	0	757	33	9057
6	8192	0	811	48	9051
7	8326	0	825	83	9234
8	8419	0	859	79	9357
HIGH SCHOOL : 10	5700	0	254	4	5958

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

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GO BACK

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Which assessment	Reasons for Exception
TCAP, TCAP-Alt PA Gateway - grades 3- and 10th grade	All exceptions/exemptions listed on pages 5 and 14 of Table 6 are medical exemptions for students' whose significant medical condition prevented them from fully or partially participating in the statewide assessment. The number of students receiving medical exemption in the reported grade tested is very small, a total of 12 for math and 12 for Reading/language arts. Medical exemptions are applied for by LEAs and reviewed and accepted or rejected at the SEA level.

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Which assessment

Discrepancies

TCAP, TCAP-Alt PA, Gateway - grades 3-8 and 10th grade	
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A, There are no discrepancies.

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COMMENTS

Tennessee's statewide assessment system is called the Tennessee Comprehensive Assessment Program (TCAP). The TCAP system assesses students in grades 3 through 8 annually on reading/language arts, math, science, and social studies content areas. The TCAP system includes two-tiers of assessment for students who are assessed against alternate learning standards (TCAP-Alt). The high school level tests (Gateway Reading/Language Arts, Math, and Science) that are part of Tennessee's statewide assessment system are not grade specific, but are instead course specific. Students participate in the three high school level tests after they complete the course content contained in that test(e.g., after a student completes his/her Biology I course work, he/she then participates in the high school level science test (Gateway Science) of the TCAP system).

The TCAP data reported in Table 6 reflects the grade levels and content areas that the State agreed to report for the purpose of determining Adequate Yearly Progress (AYP) in the State's NCLB Accountability Workbook for the 2005-2006 academic year- grades 3-8 on subject areas Reading/Language Arts (including Writing) and Math and high school Gateway assessments in Reading/Language Arts (English II content) and Math (Algebra I content).